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ABSTRACT

Parents of limited-English-proficient (LEP) students often face linguistic and cultural challenges while trying to support their children's education. Parents depend on educators to help them strengthen their abilities in these areas. Language, literacy, and cultural needs may vary widely, and parent education programs should be adapted to this diversity. Three different program types, each different in funding source and organization, serve as models and each is described in this overview: (1) the Title VII Family English Literacy Program (FELP), funded through the federal Office of Bilingual Education and Minority Languages Affairs, which provides instruction for parents and out-of-school youth and focuses on parenting and language development contributing to academic success; (2) the Chapter 1 Even Start Program, which provides family-centered educational services to help parents become full partners in their children's education, assists children in achieving their full potential, and provides parent literacy training; and (3) the Systematic Training for Effective Parenting (STEP) programs for improving family relationships and helping children become responsible and confident. These programs use a commercially available curriculum, are implemented by school districts, and are funded through various sources. The story on Even Start was contributed by David Ramirez; the story on STEP was contributed by Marisol Naso and Evangelina Mirande. All three of these projects respond to California state board of education policy on parent involvement. (MSE)

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BILINGUAL EDUCATION OFFICE
BEOutreach
A NEWSLETTER FROM THE BILINGUAL EDUCATION OFFICE

MESSAGE FROM THE EDITOR

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Efforts to Help Parents of LEP Students Take Many Forms

Parents of limited-English-proficient (LEP) students face multiple challenges associated with acquiring language skills, literacy, and cultural knowledge while trying to support their children's education. They and their children often have different views of the world and experience different rates of acculturation. These forces complicate the already difficult job of parenting. Parent education becomes vital in ensuring that parents and educators develop an effective working relationship and a strong support system for LEP children. Parents depend on educators to help the parents strengthen their ability to raise their children and improve their role as their children's first teacher.

The language, literacy, and cultural needs of parents vary widely according to such factors as country of origin, length of residency in the United States, and educational experiences. Parent education programs must be adapted to this diversity and must provide the services that will be most beneficial to parents. Educators who wish to develop parent education projects have a variety of models and funding sources from which to choose. In this article three different types of programs will be described, each distinctive in funding source and organization: (1) the Family English Literacy Program (FELP), funded under ESEA, Title VII, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education; (2) the Even Start Program, funded under ESEA, Chapter 1, Compensatory Education Program, U.S. Department of Education; and (3) programs developed by school districts and funded through various sources.

A Cantonese-speaking parent learns English in a classroom in the Elk Grove Unified School District near Sacramento.

These projects respond to the State Board of Education policy on parent involvement (see related story on p. 14). The Department of Education provides assistance to educators through its Parenting and Community Education Office. This office provides assistance to educators in developing parent education projects such as California's Quality Education Project (QEP), a comprehensive program designed to engage parents and educators in partnerships to improve home-school communication and increase school success.

(Continued on page 8)

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Family English Literacy Program Helps Parents Help Their Children

(Continued from page 1)

The Family English Literacy Program (FELP) is funded under ESEA, Title VII, to help limited-English-proficient adults and out-of-school youths achieve competence in English. Local educational agencies, institutions of higher education, and private, nonprofit organizations are eligible to apply for FELP funds. Projects are funded for three years. FELP projects funded throughout the United States number 37, of which 14 are operating in California:

Baldwin Park Unified School District
Contact: Augustin Ramirez, (818) 338-6214

California State University, Sacramento
Contact: Dusty Ward, (916) 929-3708

Centralia Elementary School District
Contact: Martha Martini, (714) 228-3267

Fremont Unified School District
Contact: Carmen Melendez, (415) 659-2531

La Mesa-Spring Valley Elementary School District
Contact: Dolly Casco, (619) 460-6410

Lincoln Unified School District
Contact: Kathy Graham, (209) 473-5599

National Council of La Raza
Contact: Lori Orum, (213) 489-3428

Parlier Unified School District
Contact: Emilio Garza, (209) 646-2731

Pasadena Unified School District
Contact: Oscar Palmer, (818) 795-6981

Ravenswood City Elementary School District
Contact: Chet James, (415) 329-2866

Office of the Santa Clara County Superintendent of Schools
Contact: Sherrie Yabu, (408) 453-6896

Solana Beach Elementary School District
Contact: Sue Holtcamp, (619) 755-8000

Stockton City Unified School District
Contact: Dorcas Lopez, (209) 944-4514

Whittier Union High School District
Contact: Elias Alvarado, (213) 698-8121 (ext. 378)

A directory of FELP projects in the United States, including a description of clients and services, is available from **Delia C. Garcia**, Director, Family English Literacy, Florida International University, Trailer M08, University Park, Miami, FL 33199; telephone (305) 348-2647.

These projects provide instruction for parents and out-of-school youths focused on English language development and parenting information that will result in improved academic achievement by LEP students. Instruction may be conducted exclusively in English or in English and the participants' native languages. Linkage between FELP instruction for LEP parents and the education of their children is a crucial element in the projects. Effective FELP projects establish demonstration programs with exemplary practices that can be expanded with non-ESEA, Title VII, resources to serve increasingly larger populations or can be incorporated into programs for LEP students in prekindergarten through grade twelve.

FELP projects are designed to enable language-minority parents to acquire language and literacy as they learn concepts that improve their relationships with their children and their adaptation to the United States. Rather than focusing only on language outcomes, an effective FELP curriculum integrates language development with instruction on such topics as nutrition, health and safety, and the educational system. Increasingly, FELP projects are *intergenerational*; that is, parents and their children learn and work together in literacy-related activities. For example, during part of the instructional period, parents engage their children

Dinh Bui, staff member of the Sacramento-Stockton FELP Project, teaches Vietnamese parents in the Elk Grove Unified School District.

in writing about their experiences, talking about books, and telling stories. By including children as participants in the program design, projects are better able to ensure that there is a positive transfer from parent education to child development.

For information on developing a FELP proposal, telephone **Daniel Holt**, BEO Consultant, at (916) 323-7861; or **Mary T. Mahony**, Education Program Specialist, Office of Bilingual Education and Minority Languages Affairs, at (202) 732-5722.

The following description of one of the 14 FELP projects in California is provided to illustrate one approach to parent education through FELP. Other examples can be obtained by telephoning the contact people cited earlier in this article.

Sacramento-Stockton Family English Literacy Project

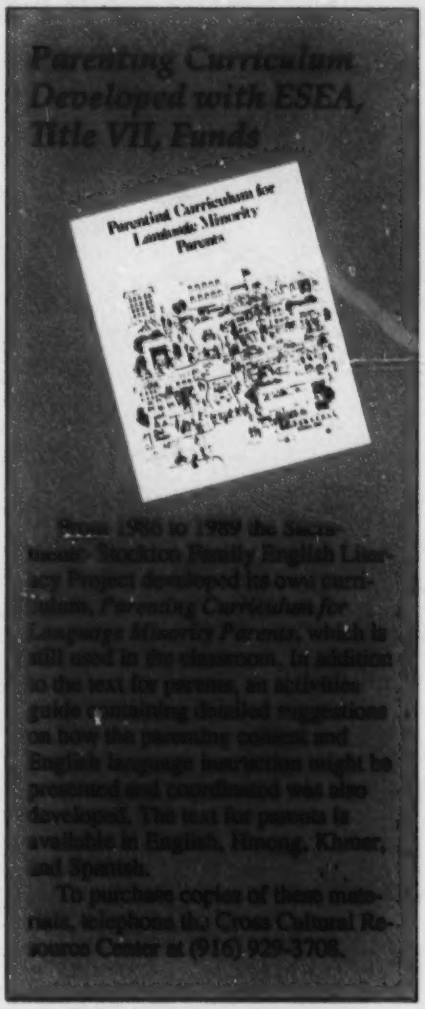
One of the 14 currently funded FELP projects in California is coordinated through the Cross Cultural Resource Center (CCRC) at California State University, Sacramento (CSUS). The project director is **Rene Merino**, who is also a professor at CSUS, and the coordinator is **Dusty Ward**. CCRC is one of only six agencies in the United States to receive a second consecutive three-year grant from OBEMLA. The project operates four sites, each located in different school districts: Kennedy Elementary School, Elk Grove Unified School District; Ethel Phillips Elementary School, Sacramento City Unified School District; Dyer-Kelly Elementary School, San Juan Unified School District; and Marshall Middle School, Stockton Unified School District. Sites were selected because they were easily accessible to the language group they are serving. Participants include approximately 200 parents from seven language groups: Cantonese, Hmong, Lao, Mien, Russian, Spanish, and Vietnamese. Most parents attending classes have been in the United States less than five years.

Program Design

The program design for the project includes two components, one for helping parents learn how to speak, read, and write English and the other for improving their knowledge of parent-child communication, child development, techniques of discipline, and the U.S. educational system. Staff and students use a curriculum titled *Parenting Curriculum for Language Minority Parents* that was developed with the first CCRC FELP grant (1986–1989). The student's text and the teacher's activities guide may be purchased from the project. Translations of the student's text in Hmong, Khmer, and Spanish are also available. Cantonese, Lao, and Vietnamese versions are under development. These materials are designed for both literate and nonliterate parents. They are fully illustrated to enable participants to understand the concepts presented. Staff members can use these materials for teaching participants in English or their native language. The teacher's activities guide contains learning activities and suggestions for coordinating instruction with two other ESL texts, *English for Adult Competency*, by A. Keltner, L. Howard, and F. Lee (Prentice Hall, 1983); and *A New Start: Literacy Workbook I and II*, by L. Mrowicki and P. Furnborough (Heinemann Educational Books, 1982).

Class Schedule

Classes at each site are provided in late afternoon two days per week, two hours and 30 minutes per day. Usually, the first hour and 15 minutes are devoted to parenting skills; the second hour and 15 minutes, to English language development. English instruction is provided by the ESL teacher, with support from bilingual instructional aides. The parenting component is taught by bilingual instructional aides, with support from the ESL teacher. The success of this model depends in part on effective planning and coordination between the ESL teacher and bilingual instructional aides. Centered on a common curriculum, the staff's bilingual approach ensures that participants understand parenting concepts and acquisition of English. Another important aspect is that in most cases the bilingual instructional aides and ESL teachers also work at the school attended by parents' children. In this way staff can help parents and children achieve the goals of the project.


Parenting Curriculum Developed with ESEA, Title VII, Funds
Parenting Curriculum for Language Minority Parents
From 1986 to 1989 the Sacramento-Stockton Family English Literacy Project developed its own curriculum, *Parenting Curriculum for Language Minority Parents*, which is still used in the classroom. In addition to the text for parents, an activities guide containing detailed suggestions on how the parenting content and English language instruction might be presented and coordinated was also developed. The text for parents is available in English, Hmong, Khmer, and Spanish.
To purchase copies of these materials, telephone the Cross Cultural Resource Center at (916) 929-3708.

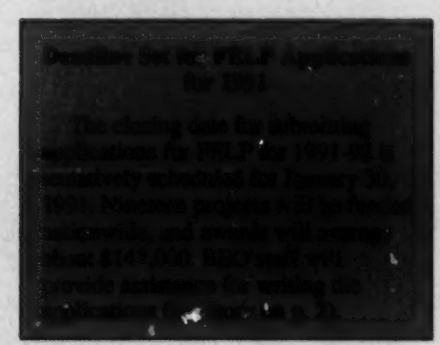
In addition to classroom instruction, the project provides three one-day institutes per year that deal with topics of interest to parents; for example, conflict with teenagers, child abuse, and school attendance. Each institute is designed for a different language group and conducted in the primary language of the participants.

For more information on the Sacramento-Stockton Family English Literacy Project, telephone **Dusty Ward**, Coordinator, at (916) 929-3708.

New FELP Grants Awarded to Lincoln and Whittier School Districts

The Lincoln Unified School District and the Whittier Union High School District have been selected to receive two of the three FELP grants awarded nationally for the 1991 fiscal year. The Lincoln project, designed for Cambodian and Vietnamese adults, plans to establish a community-based Family Education Center where participants will learn English, parenting, career, and basic survival skills. The program is *intergenerational* in that activities involve parents and children participating together.

The goals of the project are to strengthen the bond between parent and child, increase the self-esteem of parents, and facilitate parent involvement in their children's education. For more information about the project, telephone **Kathleen Graham**, Coordinator, Lincoln Unified School District, at (209) 473-5599.



The Whittier project plans to serve Spanish-speaking adults whose children participate in the district's ESEA, Title VII, Transitional Bilingual Education Program for gifted and talented LEP students in grades nine through twelve. The purpose of the project is to assist parents in becoming partners with their adolescent children in planning, monitoring, and participating in the children's ongoing formal education while advancing their own education. Besides teaching parents English, the project will strengthen their abilities to monitor their children's educational progress and promote their academic success. More information about the project can be obtained from **Elias Alvarado**, FELP Program Coordinator, Whittier Union High School District, at (213) 698-8121, Ext. 378.

Even Start Program Promotes Family-centered Education

Funded under ESEA, Chapter 1, through the U.S. Department of Education, the Even Start Program provides family-centered educational services to help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and provides literacy training for their parents. The educational services are provided because of the conviction that the needs of at-risk youths are best met by identifying and addressing the needs of the total family.

Eligible grantees for Even Start are local educational agencies (LEAs) or a consortium of LEAs in collaboration with institutions of higher education; private, nonprofit organizations; or state educational agencies with eligible participants.

Eligible participants are parents and children **from preschool through second grade** and their parents. Parents are eligible if they meet the adult basic education school requirements; that is, they are parents who are not required to be in school and have not yet graduated from high school and/or whose basic skills as well as English language proficiency are such that they present an obstacle for employment or advancement in employment opportunities. Eligible parents must also have a child between the ages of one and seven who reside in the attendance area of a school that is eligible to receive ESEA, Chapter 1, funds.

Projects are funded for up to four years. In 1989 a total of 73 projects were funded nationwide for approxi-

Activities in which parents and children learn together characterize the Northern California Even Start Consortium.

mately $14.1 million. Two California projects, the Gilroy Unified School District and the Northern California Even Start Consortium, were funded. In 1990 approximately 54 projects were funded nationwide. Official announcement of funded projects will be made in September.

For more information about the Even Start Program, telephone **Deborah Gallaway**, Education Programs Specialist, Compensatory Education Programs Office, at (202) 401-0716; or **Daniel Holt**, BEO Consultant, at (916) 323-7861.

Two Even Start projects were funded in California in 1989. The Gilroy Unified School District operates a family-centered project in which home visitors work with children ages one through three in the family's home. Children are selected according to the parents' participation in a district training program. For more information telephone **Maria Elena Delgado** at (408) 842-0292. The other project is the Northern California Even Start Consortium, operated by the Healdsburg Union Elementary School District, which is described in the following item.

Northern California Even Start Consortium

The Northern California Even Start Consortium is the largest project of its kind funded in the United States. As a participant and the local educational agency (LEA), the Healdsburg Union Elementary School District administers the contract for the Windsor Union Elementary School District and the Milpitas and San Francisco unified school districts. Social Development Group International, a private, nonprofit agency located in San Mateo, developed the proposal and provides the partnership training for language-minority parents and teachers as well as evaluation services for the project.

The consortium project was designed to address the needs of language-minority families. In the first year of the project, Spanish-, Vietnamese-, Chinese-, Filipino-, and Korean-speaking families participated in Even Start activities. The second year of the project will be expanded to include Russian and mid-Eastern language-minority families. The thrust of the project is to build a school climate for the success of language-minority students and their families, an objective that can be realized only if all families in a school are included. Consequently, the needs of black and white families are carefully considered in planning Even Start services.

Participants enjoy Multicultural Day, organized by the Northern California Even Start Consortium in the Milpitas Unified School District.

Activities Provided by the Consortium

Adult literacy training for parents is provided directly though Even Start funding or through referrals to existing literacy programs funded through adult basic education, community colleges, amnesty-funded literacy classes, and so forth.

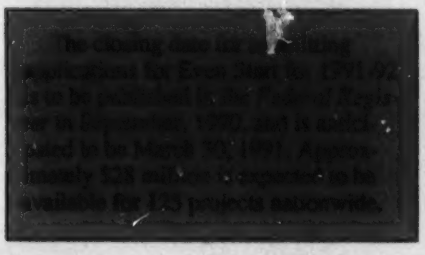
Training for parents supports the educational growth of children. Specific content is determined by parents and school personnel. Some of the training provided during the first year included how parents can (1) become aware of their role as their children's first teacher; (2) help their children practice and develop school/life-related skills; (3) motivate their children; (4) help their children improve their reading; (5) help their children with homework; (6) ensure the basics for learning (for example, nutrition, sleep, and a place to study); (7) strengthen and improve the communication with their children and with teachers; and (8) develop parenting skills. Next year, one of the school sites has planned special learning clinics scheduled after each reporting period for parents who would like specific suggestions for helping their children improve in certain subject areas.

Preparation of children for success in regular school programs includes child development activities that take place while parents are in meetings or in training sessions: instruction before and after school; and summer school classes. The child development activities are appropriate to the children's age and grade level. For example, activities provided for children aged two through seven years

include tactile experience with sand, painting, singing, making snacks, dress-up corner activities, and activities related to crafts and manipulatives. Other activities involve computer labs, math stations, science corners, making up of stories, and cross-age tutoring.

Staff training and planning time is necessary to develop skills and a plan to work with language-minority parents and young children. For example, teachers in the consortium were trained to (1) improve parent/teacher communication; (2) validate the parents' role as teachers of their children; (3) provide parents with skills and information needed to support their children's learning; (4) reach out effectively to language-minority parents; (5) conduct effective parent training sessions; and (6) conduct effective parent/teacher meetings. In working with language-minority children, teacher-trainers focused on increasing staff awareness related to creating an environment for student success by increasing student self-esteem, validating children's background, respecting other cultures, and infusing a multicultural perspective in the total curriculum.

Home-based learning activities appropriate for language-minority parents include (1) awareness of negative messages that language-minority children receive from their community, school, and home that undermine the children's self-esteem and motivation as well as the positive messages that parents and teachers can use to enhance children's self-esteem, motivation, and learning; and (2) ways in which limited-English-proficient and nonliterate parents can support their children's learning, such as engaging in extended dialogue with their children, reading or telling stories to their children, listening to their children read, and asking their children questions.



Parent support services such as child care transportation and referrals to other services are necessary for parent participation.

Activities Funded Under Even Start

The goal of this project is to help language-minority parents play a larger, more supportive role in the education of their children. To this end special outreach is made to enroll parents in adult literacy classes and in special workshops designed to help the parents see how they can support their children's learning at home. Finally, special training is provided to teachers and parents to help them develop and implement a partnership approach. Research has found that the success of any parent education or training effort reflects the quality of the relationship between the home and the school. Student success is maximized if there is a strong, collaborative effort on the part of both parents and teachers. The uniqueness and strength of the project is that a model for identifying specific strategies for encouraging and facilitating home and school collaboration is being developed. This model is referred to as partnership training.

Partnership training is a strategy involving communication, planning, and skill development. Although the parent-teacher partnership is the focus of the intervention, the intent is to create and develop among the various parties collaborative relationships essential to the educational process. The learning success of children requires effective partnerships between administrators and teachers, teachers and parents, parents and children, and even school and community. All parties must clarify their complementary roles and responsibilities and develop a commitment to support the success of all children.

For further information on the Consortium, call **Belen Lee,** Projects Coordinator, Healdsburg Union Elementary School District, at (707) 431-3480; or **David Ramirez,** Chairman of the Board, Social Development Group International, at (415) 358-9677.

This story was contributed by David Ramirez, Senior Research Associate, Aguirre International.

PECES: A District-supported Parent Training Program That Works

The San Bernardino City Unified School District has a long-standing commitment to parent training. Formal parent education programs began in 1978 when counselors and resource teachers at five schools helped families of bused students become oriented to a desegregation and integration program. The district's commitment to parent education included the adoption of the Systematic Training for Effective Parenting (STEP) Program. STEP is a curriculum available commercially from the American Guidance Service, Circle Pines, Minnesota. STEP is designed to improve family relationships and help children to become responsible and confident. To implement the program, the district provided STEP training to all elementary and middle school counselors. These counselors then conducted at least one training session per year for parents at their school site. All STEP training is supported with district funds.

STEP in Spanish

With both school-based and districtwide classes widely available in

English, the district wanted to extend training to the increasing numbers of limited-English-proficient parents in San Bernardino. Two Spanish-speaking counselors began STEP training sessions at one elementary and one middle school site. In 1988 the school board requested that STEP training be extended to community-based sites, prompting the Categorical Programs and Bilingual Education Department to secure the services of a community leader, **Father Ray Rosales**, to conduct STEP classes in Spanish. Trained in STEP since 1977, Father Rosales had applied STEP concepts with his own students at a private high school for eight years before extending the training to parents. The Department invited him to work with parents of students in San Bernardino public schools in 1985. Father Rosales uses the Spanish language version of STEP, *Padres Eficaces con Entrenamiento Sistematico* (PECES).

Father Rosales talks with parents in the PECES Program at the Mt. Vernon Elementary School, San Bernardino City Unified School District.

Needs-based Instruction

PECES is based on an appreciation of the bridge parents must build between traditional Latino parenting styles and American, democratic familial norms. Staff finds that although PECES concepts are relevant to Latino families, presentation and application must be modified. Staff's deep sensitivity to the needs of parents and thorough knowledge of both cultures help ensure the parents' understanding and use of PECES concepts and strategies. Effective parenting topics in PECES include understanding children's behavior and misbehavior, developing confidence through active listening and encouragement, and helping children distinguish between natural and logical consequences.

PECES classes are held in two locations, a community branch of the public library and an elementary school with a large Spanish-speaking student population. Classes are conducted in Spanish, and instructional materials available from the publisher are used: the *Parent's Handbook/Libro de los Padres* and the *Leader's Manual*. The handbook is used as a basis for classroom activities, the content being modified to match the literacy level of all parents. The clear, simple visuals in the handbook allow parents to follow the activities regardless of literacy levels in Spanish. Activities begin with a short oral reading about a topic by a parent and are followed by an explanation of key concepts. Next, the instructor gives illustrations and solicits examples from the parents and then leads interactive discussions. Parents commonly share very personal experiences and concerns about both family and marital relationships. When the group has progressed to a suitable point, role playing is used to help the parents practice the strategies suggested in the handbook.

Class Schedule

Classes meet one morning per week for two hours. It normally takes 14 weeks to complete the nine chapters in the parent's handbook. Morning classes are convenient for participants, as husbands are working and older children are in school. Child care is provided for the participants, most of whom have infants and preschool-age children. Spouses attend occasionally. Classes are generally small and allow for maximum interaction among the participants. Since 1988 approximately 40 parents have received training at both sites, with about one-fourth choosing to repeat the course.

Program Outcomes

In evaluating PECES outcomes, using primarily random telephone surveys, staff found that parents were using such PECES strategies as assigning tasks to children, treating siblings equally, listening actively, and controlling their angry responses to children's misbehavior. Staff also found some unanticipated outcomes. For example, parents indicated that they were sharing information regarding community services, attending adult vocational and English classes, contacting teachers about concerns, volunteering at school, and seeking employment with the district. Staff interprets these outcomes as an indication of parents' increased self-esteem, confidence, and assertiveness, all of which emanate from the cohesive mutual support system that is established in the PECES training sessions.

For more information on the PECES program in the San Bernardino City Unified School District, telephone **Marisol Naso**, Coordinator, Bilingual Education, (714) 381-1153; or

(Continued on page 14)

State Board of Education Policy on Parent Involvement

The State Board of Education Policy on Parent Involvement encourages the development of comprehensive programs and practices using six types of parent involvement. They may be summarized as follows:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with the knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

The State Board of Education Parent Involvement Policy is available in English and Spanish from Parenting Programs, California Department of Education; telephone **Vivian Burton**, Coordinator, at (916) 323-0548. Dr. Burton also can provide information about the Quality Education Project, a comprehensive program designed to engage parents and educators in partnerships to improve home-school communication and increase success.

PECES Parent Education

(Continued from page 13

Evangelina Mirande, Coordinator, Categorical Programs, (714) 381-1361. They will arrange visits according to requests made in advance.

STEP/PECES materials are available from American Guidance Service, P.O. Box 99, Circle Pines, MN 55014-1796; telephone (800) 328-2560. Separate STEP programs are available for parents of children at three different levels: infants to age five; elementary to grade eight; and teenagers. Each program includes the *Leader's Manual*; the *Parent's Handbook*; audio or video cassettes; and charts, transparencies, and other visuals.

This story was contributed by Marisol Naso, Coordinator, and Evangelina Mirande, Coordinator, San Bernardino.

Adult Education Unit Assists Adult ESL and Parent Education Programs

Development of Model Curriculum Standards

Assisted by English-as-a-second-language (ESL) practitioners, staff in the Adult Education Unit are developing model curriculum standards for adult ESL programs. These standards, covering preliteracy to advanced levels, are designed to assist teachers and administrators in improving adult ESL programs and will cover listening comprehension, oral communication, reading, writing, culture, and critical pedagogy. A draft of the standards for field review will be available by the fall of 1990.

The development of the standards is being coordinated by **Edda Caraballo-Browne**, Adult Education Consultant. Edda is responsible for English-as-a-second language adult education programs; telephone (916) 322-2522. Edda's colleague is **Susan Yamate**, Adult Education Consultant, who coordinates parent education programs in adult public schools; telephone (916) 323-9502.

ESL Handbook

Adult ESL educators should be aware of the Department publication entitled *English-as-a-Second-Language Handbook for Adult Instructors*. The publication is designed as a resource for teachers for use in multiple settings in adult education classrooms and describes various approaches to teaching ESL and illustrates a wide range of programs for LEP adults. Copies may be purchased for $4.50 each from Publications Sales, California Department of Education, P.O. Box 271, Sacramento, CA 95802.

Three California Districts Establish Sister Schools Project with Tecate, Mexico

Three California school districts have reached agreement with the Tecate Schools of Mexico to establish a sister schools project. The districts are the National Elementary School District, the Ramona Unified School District, and the Santa Ana Unified School District. This project will promote student and teacher exchanges designed to improve the participants' understanding of each other's culture, language, history, and school system. The proposed calendar of events provides for visits by teachers and students to cities and schools in both countries. Visits will be scheduled around national holidays, cultural and sports events, and teacher-training programs.

For more information about the project, telephone George Cameron, Assistant Superintendent, National Elementary School District, at (619) 474-6791; Judith Endeman, Assistant Superintendent, Ramona Unified School District, at (619) 788-5145; or Rose Marie Fontana, Director, Santa Ana Unified School District, at (714) 558-5855.